



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5340 N. wigwam Creek Blvd, Litchfield Park, AZ 85340

Litchfield Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 N/A
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Melissa Wisner
Schedule : 07:30 AM to 03:30 PM
Grades : Pre-K-5
Web Address : www.lesd.k12.az.us/robey/Robeyhome.ht
Phone Number : (623) 547-1400
Fax Number : (623) 547-1947
E-mail : wisner@lesd.k12.az.us

Mission

Our mission at Barbara B. Robey Elementary School is to challenge, nurture, and inspire all students to reach their highest academic potential. By providing a safe environment and modeling outstanding character and self-discipline, we instill in our students the ability to become kind, respectful, responsible, and honest citizens. Our goals are supported by the collaborative efforts of students, staff, parents, and the community.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 N/A
2003-04 N/A

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase student achievement in reading.
- ü Increase student achievement in math.
- ü Create a culture of acceptance and inclusion which welcomes parents, families, and community members as vital participants in our learning community.

Enrollment

October 1, 2005 School Year Student Enrollment : 405
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Full day Kindergarten
- ü After School Enrichment
- ü After School Intervention
- ü Special Education Preschool
- ü Special Education Self-Contained Primary
- ü Title I
- ü Foundations/Wilson Reading Program
- ü EXCEL and Investigations Math Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

In order to create a culture of mutual respect and cooperation we communicate regularly with parents through school and teacher web pages, and a quarterly newsletter, The Hiss. In addition, regular communication from individual classrooms includes parent/teacher conferences, grade reports, class newsletters, and student agendas.

Parents

Parents of Robey Students are expected to send their children to school regularly and promptly per Arizona State Statute. Parents are expected to read and discuss with their children the rules and regulations in the Parent/Student Handbook. Communication between home and school is essential in providing an optimal learning environment. Parents are expected to assist their children with homework and other school projects and to attend parent conferences.

Transportation Policy

Approximately one-half of the students are transported by the district. All students are instructed in bus safety and evacuation procedures. Drivers can report unsafe conduct to parents and the school using Conduct Report Referrals. Video cameras monitor student behavior.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Westside Impact Grant	2005
ü AZ Learn and Serve Grant	2005
ü PTSA State Award Largest New Unit	2005
ü Wal Mart Teacher of the Year	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	903	80010	100	100	99	444	456	447	9	6	10	12	12	18	65	61	53	14	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	458	38935	100	100	99	448	457	447	9	4	9	7	11	19	68	63	55	16	21	17
Male	48	445	40974	100	100	98	441	455	448	8	8	11	17	13	18	63	58	52	13	21	19
African American	19	92	4201	100	100	99	422	440	430	26	12	17	11	15	23	58	61	51	5	12	9
Hispanic	28	264	34545	100	100	99	441	441	432	4	8	14	14	17	24	71	64	53	11	10	9
Asian/Pacific Islander	NC	45	2068	NC	100	99	NC	461	474	NC	2	4	NC	16	10	NC	60	50	NC	22	36
American Indian/Alaskan Native	NC	11	3979	NC	100	96	NC	446	424	NC	9	17	NC	9	30	NC	64	47	NC	18	6
White	38	491	35142	100	99	99	456	467	465	5	4	5	13	8	11	58	59	56	24	29	28
Students with Disabilities	10	117	10161	100	100	93	NA	426	419	NA	29	28	NA	19	28	NA	39	36	NA	13	8
Students without Disabilities	82	786	69849	100	100	100	450	461	451	4	3	7	12	11	17	68	64	56	16	22	19
Limited English Proficient Students	14	72	14013	100	100	97	439	415	413	7	18	24	7	36	34	86	46	39	NA	NA	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	49	239	39029	98	100	98	437	438	432	14	13	14	8	19	25	69	57	52	8	11	9
Non-Economically Disadvantaged	43	664	40981	100	100	100	452	463	462	2	4	6	16	10	13	60	62	54	21	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	905	79438	100	100	98	446	461	451	10	8	9	22	17	24	61	62	56	8	13	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	460	38775	100	100	99	459	470	457	9	5	7	14	14	22	64	65	58	14	17	13
Male	48	445	40560	100	100	97	433	451	446	10	11	12	29	20	25	58	60	54	2	10	9
African American	19	92	4178	100	100	98	429	446	439	21	13	13	16	21	29	63	57	52	NA	10	6
Hispanic	28	264	34297	100	100	98	438	446	434	7	12	14	32	22	31	54	59	50	7	7	5
Asian/Pacific Islander	NC	45	2063	NC	100	99	NC	461	475	NC	7	3	NC	16	15	NC	69	63	NC	9	20
American Indian/Alaskan Native	NC	11	3940	NC	100	95	NC	448	429	NC	NA	14	NC	36	36	NC	64	47	NC	NA	3
White	38	493	34887	100	100	98	456	472	471	8	5	4	18	13	15	63	64	63	11	18	18
Students with Disabilities	10	118	9588	100	100	88	NA	417	416	NA	36	30	NA	25	32	NA	35	34	NA	5	5
Students without Disabilities	82	787	69850	100	100	100	453	467	456	4	4	7	23	15	23	65	66	59	9	15	12
Limited English Proficient Students	14	72	13856	100	100	96	427	403	407	7	33	27	43	38	43	50	28	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	49	239	38685	98	100	97	436	437	435	16	16	14	18	23	32	61	54	50	4	6	5
Non-Economically Disadvantaged	43	666	40753	100	100	99	457	470	467	2	5	5	26	14	16	60	65	62	12	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	901	79971	97	100	99	419	436	423	6	6	8	56	36	41	33	50	49	6	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	458	38974	95	100	99	454	458	437	NA	2	5	33	27	33	55	59	57	12	13	4
Male	47	443	40895	98	100	98	388	413	410	11	12	10	77	45	47	13	41	41	NA	2	2
African American	19	92	4203	100	100	99	401	423	411	5	4	11	68	47	45	21	43	43	5	5	2
Hispanic	26	261	34481	93	100	99	423	426	410	4	9	10	65	41	46	23	43	43	8	7	1
Asian/Pacific Islander	NC	45	2067	NC	100	99	NC	435	449	NC	9	4	NC	24	28	NC	58	60	NC	9	8
American Indian/Alaskan Native	NC	11	3995	NC	100	96	NC	433	409	NC	NA	10	NC	36	47	NC	64	42	NC	NA	1
White	37	492	35150	97	100	99	421	443	437	8	5	5	51	32	35	35	54	56	5	8	5
Students with Disabilities	10	117	10258	100	100	94	NA	380	377	NA	27	23	NA	40	51	NA	31	25	NA	2	1
Students without Disabilities	79	784	69713	96	100	100	429	443	429	1	3	5	58	35	39	34	53	52	6	9	3
Limited English Proficient Students	13	71	13985	93	99	97	421	381	382	8	23	18	46	48	54	46	30	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	48	237	38994	96	99	98	409	420	409	10	10	10	56	45	47	27	40	41	6	5	1
Non-Economically Disadvantaged	41	664	40977	98	100	100	431	441	437	NA	5	5	56	33	34	39	53	56	5	9	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	901	80147	100	100	99	482	495	482	12	7	11	12	12	17	51	49	49	24	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	465	39281	100	100	99	489	497	483	8	6	9	10	10	17	55	52	50	27	32	24
Male	54	434	40780	100	100	98	476	494	482	17	7	12	15	14	17	48	46	48	20	32	24
African American	14	72	4249	100	100	99	475	476	464	7	15	17	7	13	22	79	50	48	7	22	13
Hispanic	37	276	33494	100	100	99	454	479	466	27	9	15	27	21	23	35	50	49	11	21	14
Asian/Pacific Islander	NC	45	2103	NC	100	99	NC	527	515	NC	2	4	NC	2	8	NC	42	44	NC	53	45
American Indian/Alaskan Native	NC	11	4117	NC	92	96	NC	494	456	NC	18	19	NC	NA	27	NC	73	46	NC	9	8
White	45	495	36122	98	100	99	501	504	501	4	4	5	4	8	10	56	49	50	36	38	35
Students with Disabilities	13	108	10295	100	99	92	418	442	443	54	32	33	15	28	26	31	31	33	NA	9	8
Students without Disabilities	92	793	69852	100	100	100	491	502	488	7	3	7	12	10	16	54	52	51	27	35	26
Limited English Proficient Students	NC	73	12722	NC	100	97	NC	450	441	NC	15	27	NC	27	33	NC	52	37	NC	5	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	52	236	38371	100	99	97	473	472	465	15	10	15	13	23	23	54	52	49	17	16	13
Non-Economically Disadvantaged	53	665	41776	100	100	100	492	504	498	9	6	6	11	8	11	49	49	49	30	38	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	901	79686	100	100	98	466	481	470	15	8	11	20	18	24	58	63	57	7	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	465	39163	100	100	99	481	487	475	8	5	9	16	14	22	69	68	60	8	12	10
Male	54	434	40438	100	100	97	453	474	465	22	11	13	24	22	25	48	58	54	6	9	7
African American	14	71	4228	100	99	98	465	470	458	14	17	15	21	17	28	50	59	53	14	7	4
Hispanic	37	276	33299	100	100	98	439	461	452	30	14	17	24	24	32	43	57	47	3	5	3
Asian/Pacific Islander	NC	45	2097	NC	100	99	NC	504	490	NC	2	5	NC	9	13	NC	69	68	NC	20	14
American Indian/Alaskan Native	NC	12	4087	NC	100	96	NC	478	446	NC	8	16	NC	17	38	NC	67	44	NC	8	2
White	45	495	35914	98	100	98	480	491	489	7	4	5	20	16	15	67	67	67	7	14	14
Students with Disabilities	13	107	9808	100	98	87	403	426	432	54	38	35	46	36	32	NA	23	30	NA	3	3
Students without Disabilities	92	794	69878	100	100	100	474	488	475	10	4	8	16	15	23	66	69	61	8	12	9
Limited English Proficient Students	NC	73	12594	NC	100	96	NC	428	422	NC	30	34	NC	41	45	NC	29	21	NC	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	52	236	38095	100	99	97	451	457	452	21	16	17	23	27	32	56	53	48	NA	4	3
Non-Economically Disadvantaged	53	665	41591	100	100	99	482	489	486	9	5	6	17	15	16	60	67	65	13	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	901	80372	100	100	99	477	491	475	5	2	4	25	22	30	70	71	64	1	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	466	39452	100	100	99	491	504	488	4	1	3	12	15	22	84	78	72	NA	6	3
Male	54	433	40836	100	100	98	464	476	464	6	4	6	37	30	37	56	64	56	2	2	1
African American	14	71	4264	100	99	99	475	476	465	NA	4	5	36	28	35	64	68	59	NA	NA	1
Hispanic	37	277	33608	100	100	99	452	477	462	14	4	6	32	30	36	54	63	57	NA	3	1
Asian/Pacific Islander	NC	45	2098	NC	100	99	NC	510	500	NC	NA	2	NC	7	16	NC	84	75	NC	9	7
American Indian/Alaskan Native	NC	12	4128	NC	100	97	NC	498	464	NC	NA	4	NC	25	39	NC	75	56	NC	NA	1
White	45	494	36213	98	100	99	493	498	489	NA	2	2	18	18	22	80	75	72	2	5	3
Students with Disabilities	13	107	10526	100	98	94	432	435	427	8	10	15	69	61	53	23	29	31	NA	NA	1
Students without Disabilities	92	794	69846	100	100	100	483	498	482	4	1	3	18	17	26	76	77	69	1	5	2
Limited English Proficient Students	NC	73	12747	NC	100	97	NC	438	432	NC	11	12	NC	49	52	NC	38	36	NC	1	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	52	237	38521	100	100	98	465	471	461	8	5	6	23	32	38	67	60	55	2	2	1
Non-Economically Disadvantaged	53	664	41851	100	100	100	489	498	489	2	2	3	26	18	22	72	75	72	NA	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	861	79306	100	100	99	504	522	504	13	9	13	16	12	20	56	52	49	14	28	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	415	38845	100	100	99	516	520	505	9	8	11	16	13	20	52	53	50	23	26	18
Male	47	445	40383	100	100	98	492	523	504	17	9	14	17	11	19	60	50	47	6	29	19
African American	16	63	4171	100	100	98	493	500	485	25	19	20	6	14	26	63	52	44	6	14	10
Hispanic	35	273	32673	100	100	99	500	507	487	17	12	18	20	18	25	49	51	46	14	19	10
Asian/Pacific Islander	NC	41	2147	NC	100	99	NC	540	539	NC	NA	5	NC	12	10	NC	39	46	NC	49	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	30	478	36234	100	99	99	510	532	523	7	6	6	13	9	13	63	53	52	17	33	28
Students with Disabilities	NC	75	10286	NC	100	91	NC	465	462	NC	43	41	NC	25	27	NC	25	27	NC	7	5
Students without Disabilities	85	786	69020	100	100	100	506	526	510	9	5	9	16	11	18	60	54	52	14	30	21
Limited English Proficient Students	10	43	10291	100	100	96	NA	463	458	NA	42	38	NA	19	34	NA	37	26	NA	2	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	49	236	37437	100	98	97	499	498	486	14	17	19	18	17	26	55	51	46	12	15	9
Non-Economically Disadvantaged	42	625	41869	100	100	100	509	531	521	12	5	7	14	10	14	57	52	51	17	32	27

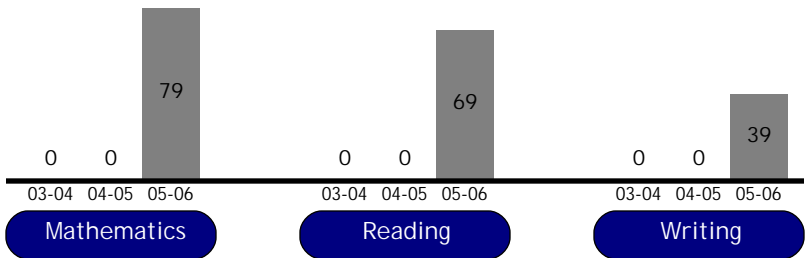
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	861	79000	100	100	98	488	502	489	8	5	10	27	18	24	58	64	58	7	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	414	38774	100	100	99	504	507	494	5	4	7	20	15	22	61	67	61	14	14	10
Male	47	446	40150	100	100	98	474	498	485	11	7	12	34	20	25	55	62	55	NA	11	8
African American	16	63	4153	100	100	98	494	492	476	6	10	13	19	22	30	75	62	53	NA	6	4
Hispanic	35	273	32508	100	100	98	479	487	472	11	8	15	40	27	33	43	56	49	6	8	3
Asian/Pacific Islander	NC	41	2142	NC	100	99	NC	512	510	NC	NA	4	NC	2	14	NC	88	67	NC	10	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	30	478	36135	100	99	98	500	513	508	3	3	4	20	13	14	63	68	67	13	16	15
Students with Disabilities	NC	74	9991	NC	99	88	NC	450	449	NC	28	33	NC	41	36	NC	28	29	NC	3	2
Students without Disabilities	85	787	69009	100	100	100	491	507	495	5	3	6	27	16	22	61	68	62	7	13	10
Limited English Proficient Students	10	43	10199	100	100	95	NA	440	439	NA	28	35	NA	58	47	NA	14	18	NA	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	49	237	37234	100	98	97	479	481	472	8	12	15	39	29	33	51	52	50	2	7	3
Non-Economically Disadvantaged	42	624	41766	100	100	99	500	510	505	7	3	5	14	14	16	67	69	65	12	15	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	863	79611	100	100	99	511	520	496	5	4	7	27	27	37	67	68	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	416	39016	100	100	99	544	534	511	2	3	4	11	18	29	86	79	66	NA	1	1
Male	47	446	40519	100	100	98	480	506	482	9	5	10	43	36	44	49	59	46	NA	0	0
African American	16	63	4188	100	100	98	527	506	486	6	11	9	25	24	40	69	65	50	NA	NA	0
Hispanic	35	275	32855	100	100	99	496	507	481	6	5	10	37	34	43	57	61	47	NA	NA	0
Asian/Pacific Islander	NC	41	2149	NC	100	100	NC	551	519	NC	NA	4	NC	7	24	NC	90	70	NC	2	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	30	478	36380	100	99	99	515	527	511	7	3	4	20	25	30	73	72	65	NA	1	1
Students with Disabilities	NC	76	10664	NC	100	94	NC	456	440	NC	20	23	NC	51	54	NC	29	22	NC	NA	1
Students without Disabilities	85	787	68947	100	100	100	513	525	504	5	2	4	26	25	34	69	72	61	NA	1	1
Limited English Proficient Students	10	43	10362	100	100	97	NA	446	438	NA	16	22	NA	63	57	NA	21	21	NA	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	49	238	37626	100	99	98	499	493	479	6	8	10	35	40	45	59	51	45	NA	NA	0
Non-Economically Disadvantaged	42	625	41985	100	100	100	526	530	511	5	2	4	19	22	30	76	75	65	NA	1	1

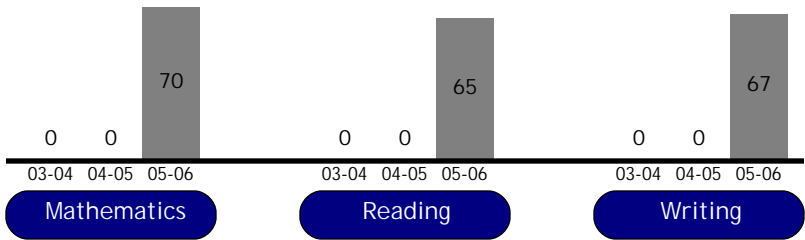
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	--	--	53	47	100	41	54	46
	Language	--	--	56	50	--	--	52	47	100	37	58	48
	Mathematics	--	--	66	64	--	--	57	50	100	50	63	52
3	Reading	--	--	NA	55	--	--	52	44	100	41	52	46
	Language	--	--	66	61	--	--	49	44	99	41	54	46
	Mathematics	--	--	64	61	--	--	54	51	100	54	58	52
4	Reading	--	--	NA	56	--	--	58	48	100	52	59	52
	Language	--	--	56	52	--	--	57	49	100	52	61	52
	Mathematics	--	--	63	61	--	--	63	53	100	61	68	58
5	Reading	--	--	NA	55	--	--	56	50	100	59	65	56
	Language	--	--	58	49	--	--	57	50	100	59	67	54
	Mathematics	--	--	71	63	--	--	56	49	100	58	63	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	46.00
Other Professional Staff	2.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	5	7	0	0
7 to 9 years	15	6	0	0
10 or more years	0	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Computer Lab	Ü Mobile Lap Top Cart
Ü Library/Media Center	Ü Audio Enhancement

Extracurricular Activities

Ü Chess Club	Ü Az Conservatory of Music
Ü Senior Chorus	Ü Kid's Club After school Intervention
Ü Junior Chorus	Ü Student Council
Ü Mad Science	Ü Art Club

Social Services

Ü After School Intervention Program	Ü Summer Community Feeding Program
Ü Extended Day Care	Ü Extended Day Summer Camp
Ü Weekly Food Distribution	Ü Academic Summer School
Ü Clothing Banks	Ü Health Screenings

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

1 incident

Robey is committed to providing our students, staff, and visitors a safe environment. We conduct monthly fire drills and quarterly lock down drills.

A School Resource Officer is available to our school.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Melissa Wisner	(623) 514-1400
Transportation Policy	David Gourlay	(623) 535-6070
Community Resources	Sarah Pearson	(623) 535-6040
School Nutrition Programs	David Schwake	(623) 535-6056
Parent Organization	Dawn Epps	(623) 547-1400
Student Health/Nurse	Catherine Bazso	(623) 547-1418

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.